DOCUMENT RESUME

ED 031 453 SP 002 945

Learning To Teach; Focus on Direct Experiences.
New Jersey State Dept. of Education, Trenton.
Pub Date 69
Note-24p.; Report of the New Jersey Joint Committee on Teacher Education
EDRS Price MF-$0.25 HC-$1.30
Descriptors-College School Cooperation, *Field Experience Programs, Interagency Cooperation, *Preservice Education, School Community Cooperation, State Departments of Education, State Programs, *Student Teaching
Identifiers-*New Jersey

This booklet contains the report of a 2-year study committee representative of the teaching profession in New Jersey. Part 1 lists and briefly describes "Imperatives for Action," all of which focus on the need for greater statewide cooperation in the provision of student field experiences in working with children and youth. Several types of suggested experiences are described, and recommendations are made regarding the orientation of teacher educators and the initiation of a teacher education newsletter, a state advisory council on teacher education, resource facility centers, and statewide studies in nine problem areas. Part 2 presents guidelines for the sequence of professional laboratory experiences considered essential in the preparation of prospective teachers. Precollege experiences and pre- and poststudent teaching experiences are listed along with student teaching experiences. Part 3 lists guidelines for the functions and responsibilities of (1) the teacher education institution, (2) the cooperating school systems and community agencies, (3) the principal of the cooperating school or the director of the community agency, (4) the cooperating teacher or community action supervisor, (5) the college director and supervisor of professional laboratory experiences, and (6) the state department of education. (JS)

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LEARNING TO TEACH

Focus on Direct Experiences

The New Jersey Joint Committee
on Teacher Education

1969

New Jersey State Department of Education
Office of Teacher Education and Certification
Trenton 08625

SP002945

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LEARNING TO TEACH

Focus on Direct Experiences

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Foreword 3

Introduction 5

Imperatives for Action 6

Guidelines: The Sequence of Experiences 12

Guidelines: Functions and Responsibilities 17

References 24

State of New Jersey
Department of Education
Trenton
1969

FOREWORD

This report represents the considerable effort over the past two years of a study committee which was broadly representative of the teaching profession in New Jersey.

It emphasizes the importance in the preparation of teachers of direct field experiences which are relevant to the teaching act. It recognizes the joint responsibility of public school systems, community agencies, institutions of higher education, and state agencies in the preparation of teachers. It effectively updates a previous Department of Education document "The Assignment of Student Teachers," published in 1961.

Most important, the report looks forward to experimentation, innovation, and change in the preparation of teachers. It highlights the expanded contribution that must be made by the public schools in the teacher education program. It is published as a springboard for the continued development of teacher education programs relevant to our time. I recommend it to the attention of all concerned with improving the preparation of our teachers.

CARL L. MARBURGER
Commissioner of Education

INTRODUCTION

Educators and laymen are today expressing concern for a quality education for each boy and girl in the State of New Jersey. If this is to be accomplished, it is generally accepted that there is continuing need for the recruitment of able students as teacher candidates and for the improvement of their preparation.

There are pressing needs for capable teachers throughout the state but the need for properly educated teachers for urban areas is unprecedented. Although there is much in common in successful teaching in all schools, the differences in students, their backgrounds, and their needs must be made clear in the teacher preparation program.

Teachers enlisted to teach in any situation must be provided an education based not only on the very best academic preparation but supplemented with numerous planned experiences which can give meaning to the printed word and provide a working understanding of the problems with which teachers must deal effectively.

Student teaching, classroom observations, participation in school activities, working as aides in community projects, observing the resources and function of institutions within the community, can and should be carried out, not only in relation to the teacher preparation courses, but in a planned relationship with other disciplines. These planned experiences are referred to in the literature and in this report as professional laboratory experiences. This committee unanimously supports the desirability of including these laboratory experiences as a significant part of the preparation of a teacher.

In the first part of this report, the view is taken that, in spite of the outstanding programs in some of the colleges and cooperating public schools in New Jersey, there is urgent need for determining better ways for the future. Some suggestions are offered. Others are sought. In the second part, guidelines are given for planned experiences which are applicable to the different parts of the total teacher education program.

The proposals will have served no purpose unless they stir people to act. The report is not a prescription; rather, it is hoped that it will serve as a self-starter for the identification of better ways of providing student teaching and other needed experiences in the preparation of teachers. The public schools, the colleges and universities, the community agencies, and the state each have significant roles. Cooperating as a team, these agencies can provide to the children and youth of this state better prepared teachers.

IMPERATIVES FOR ACTION

There are many ways to improve the professional laboratory experiences for teacher candidates. The ideas which follow are not all new. Most are in practice now in some schools and colleges. The ideas listed are not necessarily all endorsed by all committee members. They are, however, worth careful examination. Discussion will uncover many more.

PROVIDING ADEQUATE STUDENT EXPERIENCES

To prepare teachers adequately for a metropolitan state such as New Jersey, colleges and universities must provide a broad variety of field experiences in working with children and youth. The traditional senior student teaching experience is not enough. Here are some imperatives in helping prospective teachers obtain greater depth and breadth of understanding:

1. **The total school program.** Each college student should have the opportunity to work with a team of school personnel, including teachers, principal, guidance counselor, curriculum coordinator, school psychologist, school nurse, school social worker. The student should become acquainted with special offerings in the school such as speech correction, remedial instruction, psychological services, special education, humanities programs. College schedules should provide the blocks of time needed for these experiences.

Effective cooperation among staff members with varying functions and specialties is essential in the operation of a modern school. This idea must be built into each program which prepares teachers.

2. **Many types of students.** Blocks of time for observation and participation in many types of schools and classes should be provided. The program should acquaint the student with the needs of all children and youth, including the gifted, the slow learners, the culturally different, the disadvantaged, and the broad spectrum of average students.

Family, student, and teacher mobility are high in the United States, and the teacher cannot predict that he will teach only in the community of his present choice, or that the community will remain as it was when selected.

3. **The community.** The program should include provision for study of the communities in which schools are located and of community agencies which serve children and youth.

Prospective teachers need to know how other youth-serving agencies work with and influence youth. They need deeper insight into the functional operation of the community — its power structure, points of pride, sources of social rifts, organization for socio-economic-civic improvement. They also need experience in working with youth and children while outside the school control and atmosphere.

4. **Urban teacher preparation.** Colleges should make a special effort and special preparations to place more prospective teachers in urban centers for professional laboratory experiences. Both the urban school district and the urban community agencies should welcome and utilize the help of these young people.

The variety and critical nature of urban education problems are pointed up continually in all the news media and in official national, state, and university studies.

5. **Laboratory experiences in academic courses.** Direct experiences for students should become an important part of the liberal arts portion of their education. Such experiences should not be limited to laboratory science or teacher education courses. Courses in social sciences, literature, art, and music also lend themselves readily to field work.

The teacher candidate should constantly be reminded, through experience, that knowledge and skill come not by books alone.

6. **Volunteer work.** Prospective teachers should be encouraged to provide service to others. Experiences may range from the volunteer tutoring of children with special needs to participating in a campaign for community improvement.

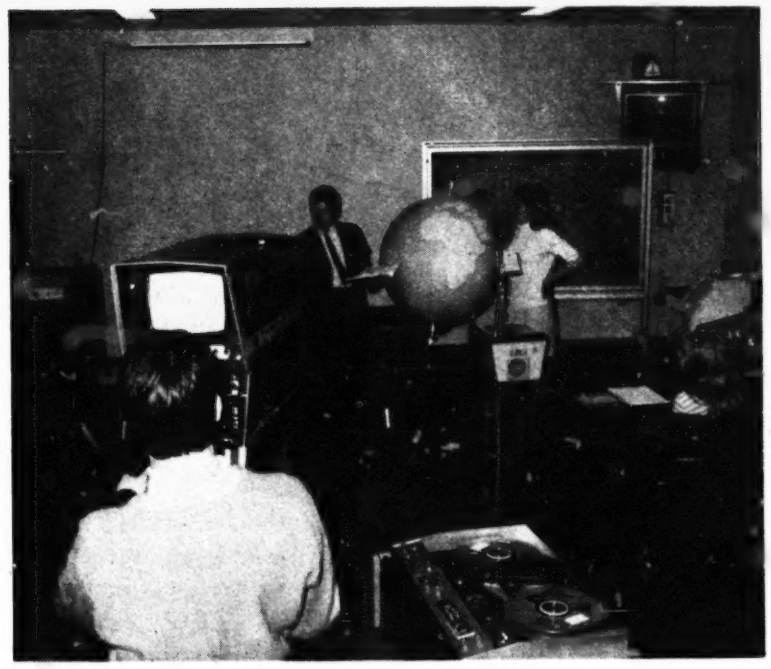
If dedication is a sign of a good teacher, prospective teachers should become personally involved in the socio-economic-civic-educational problems of our time. At this writing the inner city presents certain unique problems and needs; the changing suburbs are facing different but equally crucial problems and needs.

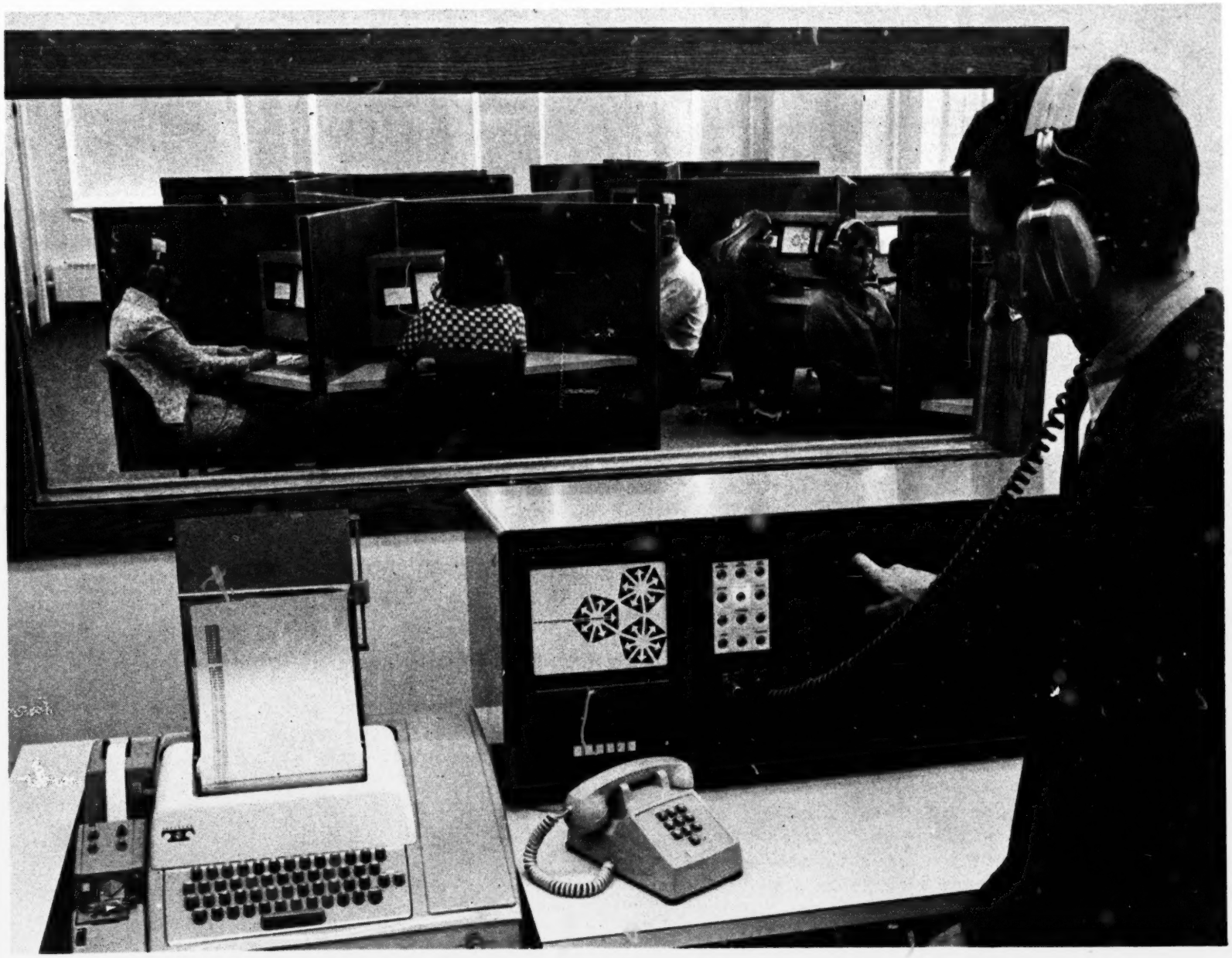
7. **Participation in the opening of school.** Colleges should make arrangements for students to observe and assist in elementary and secondary schools in early September for a period of one or more weeks prior to the opening of college, so that the student may be aware of the orientation process at the beginning of the school year. Seminars should be conducted during and after this period so that the student can plan for and evaluate the experience.

The prospective teacher should have a view of teaching at one of its most difficult periods — the opening of school and the "shakedown cruise."

8. **Use of multi-media.** Various media should be used for instruction in professional education courses. This includes all kinds of electronic gear, such as closed circuit and broadcast television, tape recorders, computers, and other devices.

Devices such as the video-tape camera can provide feedback to student teachers on their own behavior and performance and provide illustrations in classroom problems and techniques. Closed circuit television can also allow greater numbers to observe demonstration classes. Many other devices will emerge and become useful.





9. **Application of recent research.** Time should be provided in the professional laboratory sequence for the student to observe and practice techniques related to the most recent research in teaching. This might involve exposure to team teaching, outdoor education, children in disadvantaged areas, individually programmed instruction, and various new methodologies. The availability of a good curriculum laboratory is imperative.

The need for change and improvement in our schools is made evident by history, by the considerable problems of urban school systems, and by the "dropout" rate both in slums and suburbs.

10. **Orientation for cooperating teachers and community agency supervisors.** Instruction in the roles of the cooperating personnel should be provided through college courses, regional workshops and seminars, and school district orientation programs. These could be developed cooperatively among schools, agencies, colleges, and the State Department of Education.

Many cooperating teachers and community agency supervisors may not know the role they are expected to play in preparing teachers.

11. **Orientation for college supervisors.** Orientation should be conducted in the larger communities or by county offices of education to orient college supervisors of professional laboratory experiences to the needs of the public schools of the area. This would be particularly important as a project for urban communities with high poverty levels.

Many college supervisors may be unaware of the role they may play in dealing with prospective teachers and with cooperating teachers.

12. **Provision of staff time for supervisors.** Colleges, school districts, and agencies should provide sufficient staff time for the planning of the program, for orienting students, and for critique sessions following observation and participation experiences. School districts and agencies should relieve cooperating teachers and other personnel of certain duties so that they may have the time to devote to supervision and guidance of teacher education students.

Successful assistance to prospective teachers requires planning and critique time.

NEED FOR GREATER STATEWIDE COOPERATION

Implementation of these suggestions for continuing study and improvement of teacher education programs, and the development of further suggestions and innovations, requires cooperation of many groups and individuals. State and federal financial support will be necessary.

1. **State Advisory Council on Teacher Education.** Continuing statewide planning in teacher education requires a permanent planning and advisory council, including representatives of all of the groups concerned with teacher education. Not only must the major groups — colleges and universities, elementary and secondary schools, professional associations, laymen, and the State Departments of Education, Higher Education, and Community Affairs be represented, but their sub-groups also.

These include, for example, college deans, education department chairmen, professors of educational foundations courses, admissions officers, directors of student teaching, school boards representatives, school superintendents, elementary and secondary school principals, department heads, guidance counselors, parent-teacher groups, classroom teachers, various professional associations, and several offices in the State Department of Education.

Organization and staffing for the work of this advisory council requires leadership and implementation at the state level. The Commissioner of Education is urged to provide the continuing staff leadership required for this activity.

***Ad hoc** committees and partial, intermittent efforts will not solve the overall problem.*

2. **Teacher education newsletter.** The Office of Teacher Education and Certification, with the cooperation of the Advisory Council on Teacher Education, should initiate a newsletter describing trends, the development of new programs, and research in teacher education.

More frequent exchanges of ideas will help. No such professional publication now exists in New Jersey.

3. **Financing professional laboratory experiences.** The State Advisory Council on Teacher Education should study the financing of professional laboratory experiences. Problems such as compensation for the cooperating teacher, provision of orientation workshops for cooperating teachers and college supervisors, and cost of supervision should be studied and guidelines proposed.

There are many real problems concerning the cost of professional laboratory experiences that have not been systematically studied or publicized.

4. **Resource facility centers.** Three or more resource centers at appropriate locations in New Jersey should be established for the following purposes:

To provide a comprehensive library of information and materials concerning the improvement of professional laboratory experiences.

To conduct experimentation in the teaching and learning process and disseminate the results.

To provide a staff which could offer advice and assistance to schools and colleges, in developing research and experimental projects, for the improvement of techniques, methods and procedures in professional laboratory experience programs.

Research facilities and many new models are essential for the continuing improvement of teacher education.

5. **Statewide studies.** Under the auspices of either the State Advisory Council on Teacher Education, or of the Resource Facility Centers, problems such as the following should be studied on a statewide basis:

Clearing house for professional laboratory experience assignments. The State Department of Education should study the feasibility of a clearing house, possibly utilizing computer services, to facilitate cooperation among colleges, schools, and agencies in the placement of college students in professional laboratory experiences.

Simplification of paper work. Public school and agency officials will be able to expedite arrangements for professional laboratory experiences in their districts if the data forms and time schedules of the colleges are reasonably similar.

The marking or grading process. A study should be made of marking or grading processes and symbols for student teaching and other professional laboratory experiences. Peer-evaluation, self-evaluation, anecdotal reporting, and a simple satisfactory-unsatisfactory rating should be considered.

Individualized instruction. Various methods and technologies for individually diagnosed and prescribed instruction should be evaluated and compared.

Experience as teacher aides. The use of teacher education students as teacher aides, as a part of their program of college directed professional laboratory experiences, should be carefully explored with an examination of (1) value to the college student, (2) value to the public school system, (3) measures taken to avoid exploitation of the teacher preparation student, and (4) questions of remuneration for time the student spends as an aide above the minimum experience required by the college.

Validation of varied types of experience. Research should attempt to test the relative values of various types of experience in the preparation for teaching: tutoring, micro-teaching, large and small group instruction, informal after-school instruction. The values of supporting experiences such as curriculum planning, conferences with parents, and analyzing TV tapes of teaching situations should also be tested.

Follow-up studies. Colleges should arrange follow-up studies of all teacher education graduates for their first three years on the job. This might entail school day visits for observation, questions, evaluation, and informal conferences with the teachers and their supervisors. Annual meetings might be held for the evaluation of the preparatory program.

Performance Criteria. The professional laboratory experiences program provides the opportunity for the student to develop and demonstrate teaching skills in terms of performance criteria recognized by the college and the cooperating schools and agencies. Studies should be made to refine and validate these performance criteria, and to develop additional performance criteria to be applied during the initial years of actual teaching.

Urban teacher recruitment and preparation. A more comprehensive look needs to be taken at the kinds of teachers needed in our cities and at means of recruiting them.

More definitive information is needed in areas such as those suggested above.

GUIDELINES:
THE SEQUENCE OF EXPERIENCES

Professional laboratory experiences, planned and sequential, are essential in the preparation of prospective teachers.

The program of teacher preparation should make provision during each college year for observation of and experience with school-age youth. At the undergraduate level, planned professional laboratory experiences should begin in the freshman year, move through the sophomore, junior, and senior years, and culminate in full-time student teaching. In upper level or graduate programs, similarly, field experiences should be provided throughout.

Professional laboratory experiences cannot be isolated from the other components of the teacher education curriculum. Many of these experiences should be planned as an integral part of the regular college courses, both professional and academic. The experiences for each student should be selected on the basis of a systematic analysis of his background and needs. It is the responsibility of the college, cooperatively with the schools and community agencies, to provide experiences that demonstrate the applications of theory in practice. It is essential that during the entire period of teacher preparation the college schedule be arranged to support this program.

PRE-COLLEGE EXPERIENCES

Many students have had experience in teaching situations prior to entering college. Pre-college experiences related to teaching contribute to teacher preparation and should serve as a basis for planning the student's program of field experiences. A record of each student's experience background should be developed upon entrance to the teacher education program, and should be made easily accessible for review by persons who are responsible for planning and administering the student's college program.

Such valuable pre-college experiences may include:

1. Work experiences
2. Volunteer service or leadership in community agencies
3. Tutoring
4. Participation and leadership in school activities
5. Educational, cultural, and recreational experiences including visits to theatres, symphony halls, opera, museums, botanical gardens, the zoo, business and industry, technical centers
6. Travel
7. Speech activities, including dramatics and public speaking
8. Camping
9. Future Teachers of America

PRE-STUDENT TEACHING EXPERIENCES

The teacher education student should have a carefully planned and supervised sequence of professional laboratory experiences prior to responsible student teaching, in order to provide increased skill in interpersonal relationships, opportunities for the student to assess his motivation and suitability for teaching, and opportunities for professional staff to evaluate the student's potential for the teaching field.

Locale of Experiences

The pre-student teaching professional laboratory experiences may take place during the college year and during the summer in a variety of settings, groups, and activities, including playgrounds and camps, youth groups and organizations, boarding institutions for children, day-care centers and nursery schools, tutoring situations, reading and speech clinics, experimental school programs, community sponsored educational programs, and school programs for typical and atypical children.

Activities to be Arranged

The pre-student teaching experiences may involve the student in many types of activities. These may include:

1. *Studies of the individual child*

   Analysis through psychological, economic, physiological, anthropological, or sociological studies

   Educational "shadow" studies of the activities of individual students during a typical school day

2. *Studies of group interaction*

   The child peer group
   The child and his family
   The child and the school
   The college student peer group
   The multi-cultural group
   Professional relationships in teaching

3. *Studies of children with varying cultural and socio-economic backgrounds, and school and agency programs designed in the light of these differences*

4. *Observation and participation in classroom procedures*

Teacher-pupil relationships
Teacher-student teacher relationships
Learning process and teaching methods
Planned demonstration lessons
Getting started in September
The school's program for orientation of new teachers

5. *Tutoring students in a variety of skills: academic, physical, and social*

6. *Studies of the school*

The individual school
The school system
School-community relations
School-community agency relations
Relationship to the state and federal governments

7. *Simulated activities*

Closed circuit television demonstration analysis
Motion picture "problem" solving

STUDENT TEACHING EXPERIENCES

Student teaching presents the opportunity for the student to teach full-time under the careful supervision of both a member of the college faculty and an experienced cooperating teacher. Through the cooperation of the public school district, he is provided with the setting to apply the professional knowledge and skills, theories, and philosophies which have been developed through college courses and related experiences. This experience should be arranged in a school other than one which the student himself has attended.

1. **Orientation and Preparation**

Careful planning by the local board and administration, the school faculty, and the college staff is important. Conferences, news releases, student orientation by the college, and visits to the school prior to student teaching result in understanding and acceptance of the roles played by all involved in the program. Specific provision should be made for all seniors to attend in September a planned school system orientation, a school building orientation, and the opening week of school in the district in which they will do student teaching.

2. **Observation and Participation**

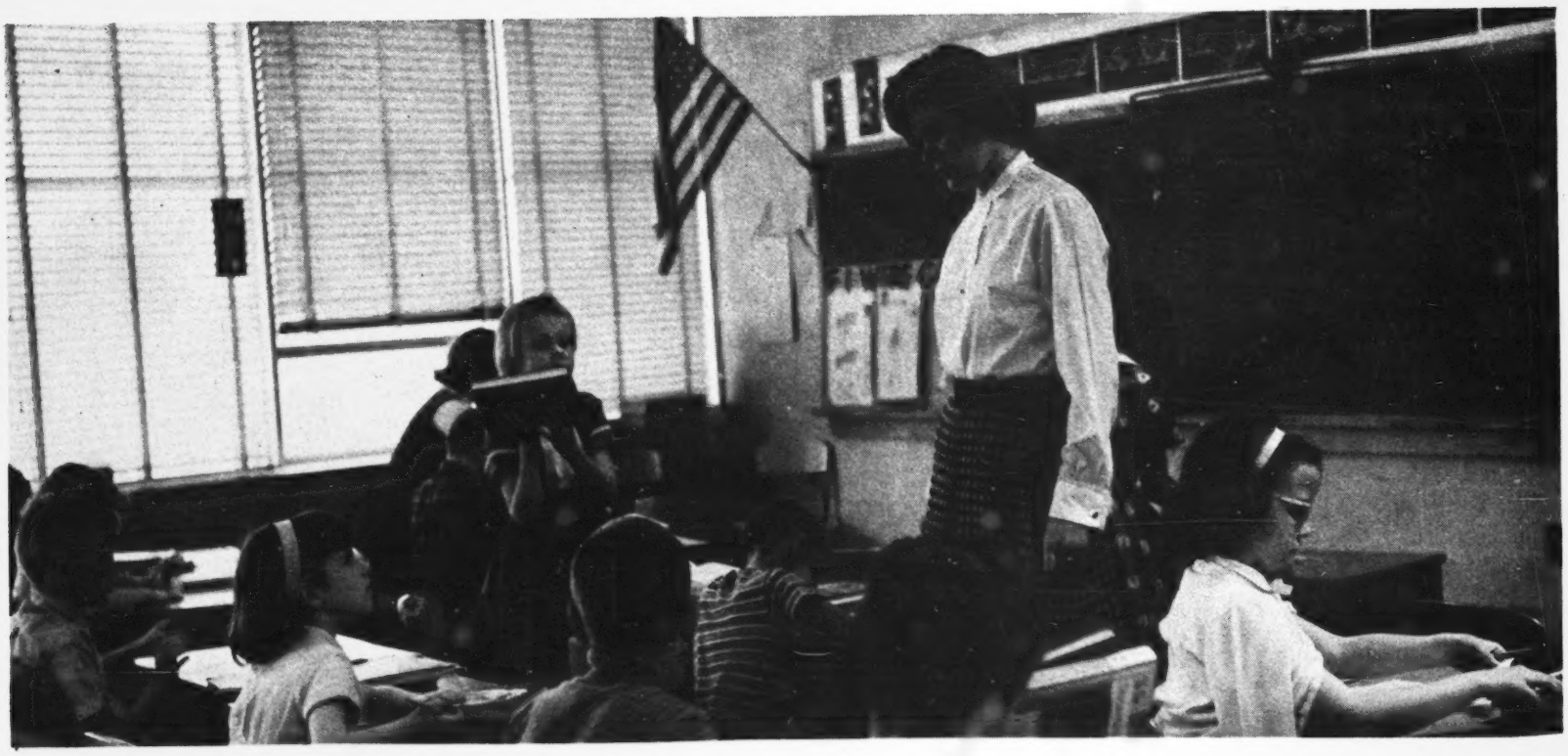
The opportunity for direct and purposeful observation of a competent teacher develops an awareness of the characteristics of an effective classroom situation. Observation of all facets of the program aids the student teacher in understanding the interrelationships among the various school services, the professional teacher, and the student.

3. **The Teaching Assignment**

The student teacher should have several weeks of full-time teaching experience. This experience should involve teaching consecutive lessons and guiding activities with the same group or groups of learners. The involvement of the student teacher in teaching should develop gradually. The cooperating teacher and the student teacher assess the latter's readiness to assume teaching responsibilities as they plan together for the teaching experience.

4. **Evaluation**

The evaluation of the student teacher must be continuous, comprehensive, specific, individualized, and cooperative. This is accomplished through conferences, self-analysis, establishment of goals for self-improvement, and recommendations for future development. The aim of evaluation is the development of competency in the student teacher, in accordance with recognized and validated performance criteria.



POST-STUDENT TEACHING EXPERIENCES

After student teaching has been completed, the college program and schedule should make provision for:

1. Critique of the experience, a re-assessment of the student's performance, and development of an analysis of the individual's further learning needs.

2. Additional observations and/or participation by the student prior to graduation, designed to strengthen the student's background and competencies in areas needing development.

3. College participation in a supportive follow-up program for the individual during his first year of teaching.

4. Adequately staffed follow-up studies during the first two or three years of actual teaching, to identify the student's strengths and weaknesses in performance as a teacher, and serve as a basis for (a) determining needed revisions of the college's pre-service program of teacher preparation, and (b) planning an individualized fifth year program of preparation for the teacher in the light of identified needs for further study and development.

GUIDELINES:
FUNCTIONS AND RESPONSIBILITIES

The professional laboratory experience program is a cooperative endeavor among teacher preparation institutions, public schools, and community agencies operating within general policies and guidelines approved by the State Department of Education.

These agencies must work both cooperatively and independently if they are to do the job.

In making these experiences varied and desirable many people must accept defined roles and responsibilities in cooperatively planning, directing, and evaluating the program. The statements in this chapter are presented as fundamental guidelines for the institutions and individuals concerned with the preparation of teachers.

THE TEACHER EDUCATION INSTITUTION

1. Develops a *clearly stated set of performance criteria,* setting forth in behavioral terms the competencies needed by teachers, to serve as the basis for planning the teacher education curriculum and evaluating the success of the students.

2. Plans *a broad and complete program* for the preparation of teachers, as distinct from merely requiring some education courses and a single shot of practice.

3. Organizes a program of *general studies* to provide all teacher education students with a broad background of liberal education.

4. Plans *programs of specialization* to include the subject-matter background necessary for teaching the particular area of the school curriculum.

5. Arranges a sequence of *professional courses and experiences* designed to provide the prospective teacher with:

An introduction to the background and organization of public education in the United States

An understanding of human growth and development and its relationship to the teaching-learning process

An understanding of the community, society, and culture in which our children and youth live and learn

An understanding of the organization and operation of the school's instructional program

A study of and experience in the teaching of his subject or specialization

An adequate knowledge of instructional materials and their uses in the teaching process

A planned, varied, and sequential professional laboratory experiences program

Opportunities and procedures for student self-evaluation, in accordance with recognized and validated performance criteria

6. Provides *time* for professional laboratory experiences in community agencies and public schools scheduled as part of each relevant course in the professional sequence, in appropriate blocks of time for flexibility.

7. Provides *adequate staff* for the scheduling, coordinating, planning, supervision, and continuing evaluation and use of these experiences as part of the instructional program.

8. Maintains and uses a complete, *cumulative record* of the pre-college and college experiences of each student so that his program may be carefully planned and adapted.

9. Organizes *screening procedures* that assure early and continuing assessment of the student's personal and academic qualities for teaching through the cooperative efforts of the admissions office, the student personnel office, the academic departments, and the teacher education department.

10. *Selects carefully* cooperating schools and agencies to assure students of an adequate program of laboratory experiences under the direction of willing, enthusiastic, and experienced personnel.

11. Provides appropriate *information* concerning the prospective teachers to officials of cooperating schools and community agencies. This could be reported on a form which would include each student's vital data, special interests, activities in high school and college, work experience, experience in dealing with children and youth, and courses completed in college.

12. Develops a *program of orientation* and continuing liaison with the teaching and supervising personnel in cooperating schools and agencies.

13. Provides a *written description* of the total teacher education program of the college, for the guidance of faculty, cooperating schools and agencies, and students, and invites public school and agency personnel to audit professional courses.

14. Provides for a *systematic follow-up* of students after graduation for the benefit both of the individual student and the college program.

15. Develops and publishes a *handbook on professional laboratory experiences* for distribution to cooperating schools and agencies, cooperating personnel, college faculty, and participating students. Some specific items which should appear in the handbook are:

A statement of college philosophy and objectives

The rationale for the sequence of experiences and their place in the total curriculum

The placement procedures for the various professional laboratory experiences

The format of agreement reached by college and the cooperating agency

A plan for the supervision of students

The roles to be performed by participants

The evaluative criteria and types of report required

16. Provides *college supervisors of professional laboratory experiences* who are selected according to these criteria:

Professional preparation in techniques of supervising student teachers

Ability to establish and maintain good working relations with public school staff, student teachers, and fellow faculty members in order to serve as a liaison between the school and college

Familiarity with college resources and their availability for use in the schools

Understanding of current developments in school curriculum

College faculty status, with prior experience as a teacher in elementary or secondary schools

Competence in guiding students to learn about the community structure and to assess the impact on children of the forces operating in the community

Ability to analyze teaching and communicate this understanding to students in clear terms; to describe students' strengths and needs while being supportive

Ability to write meaningful anecdotal observation reports, critical evaluative summaries, and clear recommendations.

THE COOPERATING SCHOOL SYSTEMS AND COMMUNITY AGENCIES

1. Exercise *leadership* in establishing a climate favorable to active participation of the school system or community agency and its staff in teacher education. The superintendent of schools or agency director is the key person here.

2. Approve through official board action *policies and procedures* for cooperation with colleges and universities in the preparation of teachers.

3. Cooperate with the colleges in *planning and developing* a variety of meaningful professional laboratory experiences for the prospective teacher. However, it should be understood that student teachers should not serve as substitute teachers except in situations of rare emergency, of real learning value to the student, and of no remuneration.

4. Make the *administrative arrangements* necessary to schedule and support the program, including provision for the staff time needed for interviewing the college students, planning with them, supervising their work with children, and assisting them in the development of insights and competencies.

THE PRINCIPAL OF THE COOPERATING SCHOOL OR THE DIRECTOR OF THE COMMUNITY AGENCY

1. Exercises *leadership* in *establishing* a climate which fosters optimum development of and participation in the teacher preparation program.

2. *Plans* with the college representatives and the local personnel a program for the prospective teacher which provides a variety of experiences in working with administration and supervisors, auxiliary personnel, teachers, parents, pupils, and the community.

3. *Adopts criteria for the selection* of cooperating teachers or community agency personnel jointly with the teacher education institution, along the following lines:

Full certification, where required, for the area in which he is serving as a cooperating teacher

Academic preparation recommended by the profession as desirable for one in his position

At least three years of experience, with the most recent year in his present position

Demonstration of a high quality of on-the-job performance

Evidence of personal and professional growth, originality and creativity, and attitudes and behaviors desirable for leadership in teacher education

Knowledge of the basic principles of working with student teachers and willingness to prepare for this responsibility

Willing participation in the program as a professional responsibility

Joint recommendation by the school or agency and the teacher education institution

Active participation in professional, educational and community organizations.

4. Works with his assistants, supervisors, and department heads, and with college representatives in *selecting cooperating teachers* and community agency personnel and in arranging appropriate assignments for the prospective teacher.

5. Participates in the *orientation* of the college student to the school.

6. Participates with college personnel, supervising teachers, and community agency personnel in the *evaluation* of the progress of the college students.

THE COOPERATING TEACHER OR COMMUNITY AGENCY SUPERVISOR

1. Plans with the college supervisor, school principal, and/or community agency director the *introduction of the student* to the organization of the professional laboratory experience assignment and the relationship of the total staff. In cooperation with the administrative personnel, arranges opportunities for the student to observe and participate in a variety of situations and at various levels in the school and community agency.

2. Plans with and prepares the participants in the on-going program for the *acceptance of the student* into the classroom and the school and community agency.

3. Provides positive, constructive, and sympathetic *leadership and supervision* of the professional development of the student enabling him to become a responsible classroom teacher, and delegates duties to the student through a planned procedure leading, as soon as the student is ready, to assumption of full instructional or leadership responsibility.

4. Cooperates with the college supervisor and the student in the continuing *evaluation* of the student.

THE COLLEGE DIRECTOR OF PROFESSIONAL LABORATORY EXPERIENCES

1. Provides *overall leadership* in developing and coordinating all professional laboratory experiences including student teaching.

2. Selects *appropriate cooperating schools and community agencies* which provide the optimum in professional laboratory experiences for the student in the teacher preparation program.

3. Works in developing *college staff understanding* and relationship to the function and purpose of the professional laboratory experiences and the public schools, the community agencies, and the college.

4. Provides leadership in *developing supervisory competencies* of college staff.

5. Provides leadership in the *screening* of prospective teachers and in developing a program of professional experiences suited to the background, readiness, and needs of the individual student.

6. Provides school and community agency officials with appropriate *information* concerning the teacher education programs of the colleges and the students assigned by the college.

7. Assumes responsibility for *arranging initial contacts* between the cooperating teacher and college supervisor who will be working together to assist the individual student teacher.

8. Arranges meetings and workshops with college supervisors and staff members from cooperating schools and community agencies for the purpose of *planning and evaluating* the cooperative programs of teacher education.

9. Provides leadership in the *systematic evaluation* of student teachers by college supervisors and school and agency personnel, in terms of recognized performance criteria.

THE COLLEGE SUPERVISOR OF PROFESSIONAL LABORATORY EXPERIENCES

1. Participates in the *selection* of cooperating schools and community agencies and in the selection of teachers and agency personnel used in the professional laboratory experiences.

2. Provides the cooperating teacher and community agency personnel with personal and professional *information* about the student and works closely with the cooperating teacher and community agency personnel on the nature of the professional laboratory experience assignment and its relation to the college curriculum.

3. Serves in an *advisory relationship* with students before, during, and after the professional laboratory experience. Observes the student at work, evaluates his progress, and provides help and guidance in cooperation with the cooperating teacher and community agency personnel.

4. Helps the student to *relate* theory and practice.

THE STATE DEPARTMENT OF EDUCATION

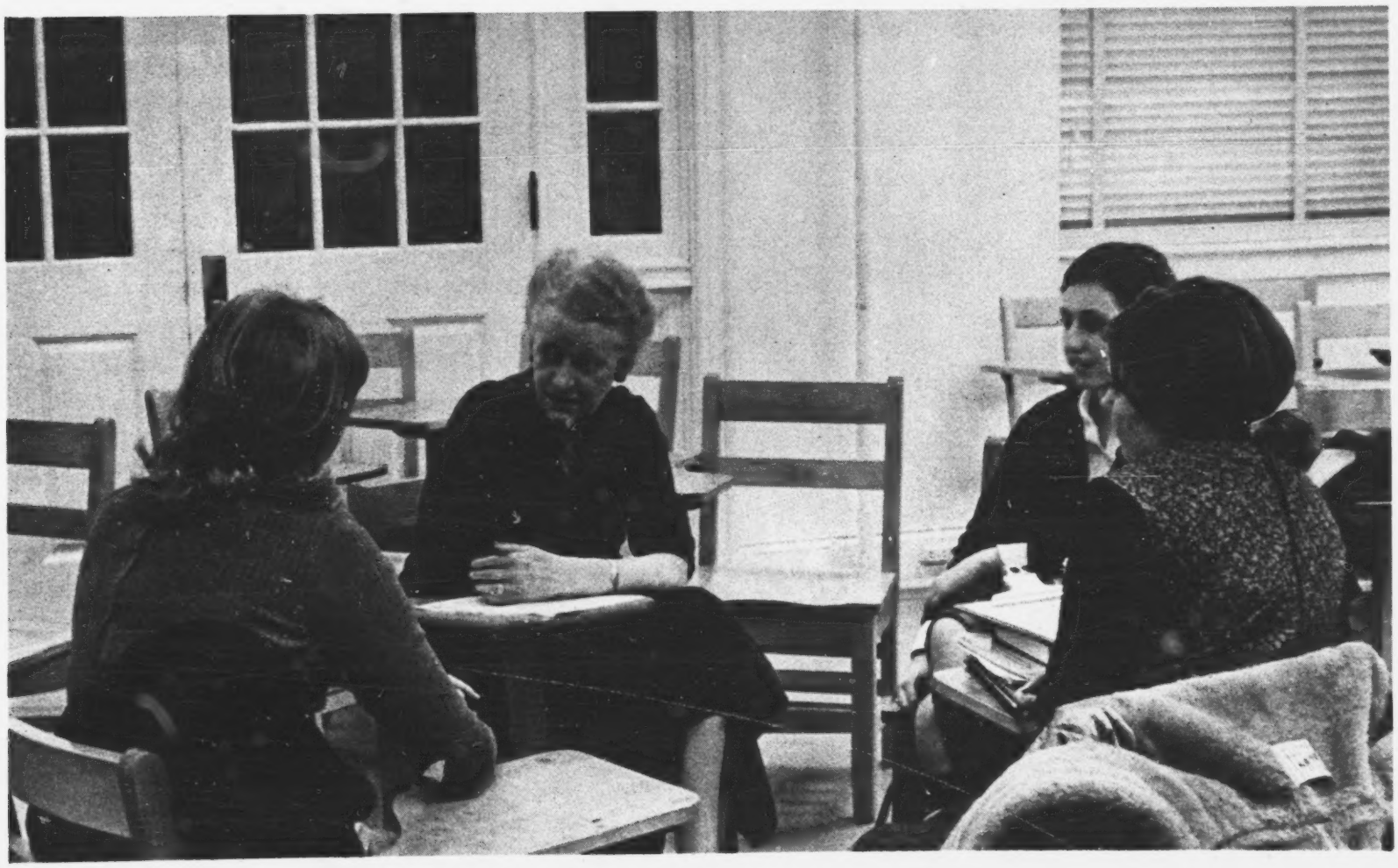
1. Exercises *leadership* in developing standards and practices in professional laboratory experiences in teacher education with the cooperation of school, agency, and college personnel. Fosters improvement of standards and practices through continuous evaluation of their effectiveness.

2. As part of total program approval, under standards established by the State Board of Education, *pays particular attention* to professional laboratory experiences as an essential phase of teacher education.

3. *Cooperates* with all participants in the organization, evaluation, and improvement of teacher education programs.

4. Promotes, participates in, and disseminates *studies and research* related to teacher education. Sponsors conferences, produces publications, and serves as a clearing house to this purpose.

5. *Provides* adequate financial aid in support of desirable programs of professional laboratory experiences for prospective teachers.



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New Jersey Association for Supervision
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School Administrators

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Teaneck High School
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Student Teaching and Placement
Trenton State College
New Jersey Education Association
Committee on Teacher Education
and Professional Standards

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Education Department
College of St. Elizabeth
Inter-College Council on
Student Teaching

Floyd Reister, Professor of Education
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Former Director, In-Service Supervision
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Joseph Roddy, Director
Student Teaching
Monmouth College
New Jersey Association for Student
Teaching

Allan F. Rosebrock, Director
Teacher Education and Certification
New Jersey State Department of Education

Marion Van Fleet, Teacher
Ewing Township Schools
New Jersey Association of
Classroom Teachers

Robert Ward, Director
Office of Program Development
New Jersey State Department of Education

Elmer H. Williams, Director
Student Teaching and Placement
Jersey City State College
Inter-College Council on Student Teaching